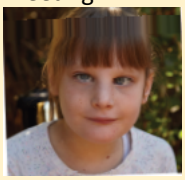
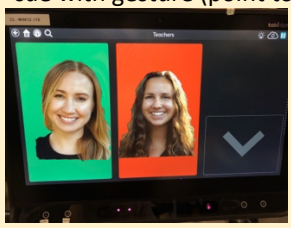
THE BRIDGE SCHOOL

CVI/AAC Schedule

Name:		Date:		
Activity	**Student Goal (what is the function)**	**AAC Tools, Strategies and Accommodations**	**CVI Accommodation (from The CVI Range Assessment)**	**Other (mobility, Tactile, Auditory, AT)**
Morning Meeting: 	1. Greet 2. Choose a person 3. Participate and take turns	-does a high five - Use her eye gaze SGD choose a person -Use her eye gaze SGD to pick a song for the activity -	-present 2 simplified photos on backlit SGD with black background -give 15 second wait time -reduce movement and sound in the environment -cue with gesture (point to the location on SGD) 	Positioned in upright walker
Language Arts: 	1. Listen to the story presented on a computer 2. Make choices using objects 3. Participate and take turns in a routine	-adapt the story (add a repeated line) select target vocabulary and represent with object -on a mid-tech SGD provide a set of messages to direct partners, comment (ex :turn the page, read it again, the end)	-reduce complexity of image on story by using backlit displays and simplified images -use familiar objects with 2-3 colors -teach salient features of objects related to story -reduce movement and sound in the environment 	-provide quiet wait time for exploration of object
Bathroom: 	Direct a partner Look/touch object (chuck) representing 1. Bathroom	Reach out and touches chuck when presented by teacher	Bathroom: Chuck 	In wheelchair or upright walker

Roman-Lantzy, C. (2019). Cortical Visual Impairment: Advanced Principles. New York: APH Press.
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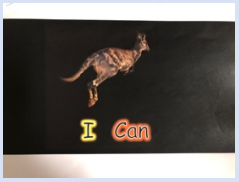
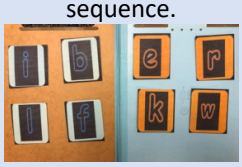
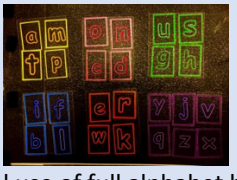
Snack: 	1. Directs partners 2. Make requests 3. Initiate and end the activity 4. Affirm and reject choices	Set-up: All words list -> food and drink --> meal time actions Navigate to all words list and say "Let's get to your meal time actions page" give him a couple of seconds and let him get there independently. Provide relevant vocabulary (family helped choose: I'm hungry, I'm thirsty, yummy, I'm all done, something else and food choices).	-Provide wait time for response -visually show option and allow him time to touch and reference -# of icons over 12,: • reduce complexity of images and background • Use consistent language to teach salient features. • Model use • provide opportunity for frequent repetition 	remove bamboo elbow splint
Letter Block: 	1. Identify: short I short a, s, m, t, c, f, p, n, 2. Sight words: I, she, go, I my, you, look, see, can, the, we, dad, mom 3. Reading sight words, reading 2-3 word sentences	All words list -> sight words Adapted keyboard SGD interfaced with computer (acts as letter keyboard display) Choose vocabulary that follow curriculum and support his language	 Use saturated color, bubble writing, limit array 9-12 items. Use color cues (yellow, people words) Use consistent language to teach salient features.  Alternate color when presenting items in sequence.  Use color saturated reduced complexity alphabet board to increase his tolerance viewing letters.  Model use of full alphabet board	-put on right hand blue benik splint -put on left bamboo elbow splint -put on chest pad

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